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## EDITORIAL

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Observant readers of the *English Journal* may have noticed on the second cover page of the January issue a change in the editorial organization. There will, however, be little actual alteration in the policy of the *Journal*. In fact, the transposition of names already referred to was only the outward sign of what had long before taken place in fact. Dr. Hosic, with the assumption of his new duties in Columbia University and the founding of the new *Journal of Educational Method*, found his time so completely occupied that he could give very little attention to the *English Journal*. The new editor has, therefore, for the last year been practically in charge, passing upon all articles and in general directing the make-up of the magazine. This is explained for the benefit of those who might fear a deterioration in the quality of the *Journal*. It will be noted that Dr. Hosic still remains advisory editor, so that his ability and long experience may be available at need.

The present occasion seems a proper one for restating the editorial policy, even though that policy is not new. We design to make the magazine an open forum for all, conservative and radical alike, who have important ideas and can state them well. Doubtless the progressive bias of the editors will result in a preponderance of the new methods in the magazine, but this on the whole seems desirable, since these are the less known. The editors will attempt to throw emphasis upon what has been done rather than upon somebody's theory of what might be done, upon scientific experiment which *measures* its results, and to an increasing extent upon scholarship in subject-matter. They will, so far as possible, secure articles written with a touch of distinction in style. In this the *Journal* has been in the past more fortunate than most educational magazines, but it hopes to be still more fortunate in the future. The report of the news of interest to English teachers

and the survey of pedagogical literature, both books and magazines, will be continued.

Although the five hundred new subscriptions set as a goal for the first of February have not been secured, such a large number have been obtained as to warrant some increase in the number of pages in certain issues this year. An extra eight pages was published in January, and the March number will have sixteen pages extra. If the subscription list continues to grow during the spring months as it did during the fall, such additions will be made throughout the year.

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We are living in the midst of the scientific movement in education, a movement which insists that we shall be guided in our choice of methods by actual knowledge rather than by someone's opinion. The schools of education are continually experimenting and publishing their results, and supervisors are insisting that these results shall be accepted as guides by the rank and file of the teachers. In his address before the general session at Thanksgiving time S. A. Leonard warned us that unless we teachers of English take up this matter of experiment in our own field it will be done for us by workers unfamiliar with the actual problems of English, who may secure results which we shall be forced to follow in our teaching although we are convinced that they are wrong. C. H. Ward's article in this issue of the *Journal* points out at least one specific case where just this has already happened. Whether we like it, then, or not, we teachers of English must take up the experimental determination of methods of teaching our subject.

Some good individual work along this line has been done in time past and a little has been done by state associations, notably by the Illinois group, under the leadership of Professor Paul. The Council has appointed energetic and effective committees who have investigated various problems and prepared most excellent reports, but their work has always been confined to the survey of other people's experiments and to the collection of opinion. Now, for the first time the Council is actually to engage in scientific experiment upon its own account. The article by Professor Abbott which

has the leading place in this issue of the *Journal* sets forth that experiment in detail. The Council is to be congratulated upon the favorable auspices under which it enters this field of work. The leader of the investigation is a real scholar in the subject-matter of English as well as one trained in the technique of investigation, and, besides, he has available for consultation the experts of the greatest school of education in the world.

Although the response to Professor Abbott's appeal for co-operation has already been very generous, there will be advantage in increasing largely the number of persons engaged in the experiment. Individual teachers should volunteer their services to the committee, and supervisors should, if possible, see to it that those under their authority assist in the standardization of the tests.

There are, it seems, scattered over the country many individuals and groups of teachers of English who would be glad to engage in experimental work upon their own account, but who do not see quite clearly how to formulate and work upon any definite problems. Professor Abbott has indicated that his committee will be glad to advise all such individuals and local groups. Certainly there is urgent need of widespread experiment, and, with the advice which is now obtainable, no intelligent and enthusiastic teacher should hesitate to attempt to do his part.